

Elects to Execs: A Developmental Plan for Student Leaders

An Honors Thesis (HONR 499)

by

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Abstract

As soon as they take on a role or responsibilities outside of what is required of them, students are pegged with the label of being a leader. Serving as part of a team or executive board gives students the opportunity to grow as individuals and as members of a larger collective group. The stages of growth and development within a team organizational setting can be divided into three main categories: *Elects*, *Execs*, and *Transitioning Team*. Participating in developmental activities creates a space for leaders to explore various facets of leadership and what it means to them while simultaneously exploring how members of their team are growing and interacting with one another.

Although the internet is filled with page after page of activities and icebreakers that could be facilitated with a team, many of the activities are structured differently and desired outcomes are not often outlined within accessible materials. Furthermore, many guides, papers, and references require significant financial investment to gain initial access to the materials. The purpose of this program is to bring some order to the haphazard nature of leadership development and provide direction to team activities in places where direction is often lacking. Intentionally engaging students can help provide a springboard for individual and collective growth. Engaging students holistically at the institutions they attend allows them to maximize their personal leadership development and decreases the likelihood of burn out or dropout. Identified in this thesis are potential benefits of implementing a developmental program with a group of student leaders. It includes a description of some of the theory behind student leadership development and an outline of how to determine the needs of any group or team. Lastly, there are examples of activities to be facilitated during each of the determined stages of team growth.

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Process Analysis Statement

From my own personal experiences as a student leader, not enough is done in the field of higher education to enhance and develop leaders who take initiative on their campuses outside of those who opt to hold positions as Resident Assistants or Academic Peer Mentors. Although unfortunate, this is ultimately the reality that students face when taking on leadership positions. They are given the title of a leader, but beyond icebreakers and mixers, not much is done to refine their skills and connections unless the students actively seek out opportunities for growth in those areas.

During the 2018-2019 academic year, I served my second term on the executive board of the Residence Hall Association at Ball State University as the Vice President of Leadership. Nearly half of our team had returned from the previous year with other students acquainted with the organization making the decision to run for the remaining positions on the board. The president was returning to her role, but our advising staff was almost entirely new. Our organization began to take a new and chaotic direction. After suggesting the implementation of facilitated developmental activities and being turned down, I realized the importance of having a team of leaders with a general sense of unity while working towards similar goals for their organization. I was upset with the state of the group and began researching ways to improve the dynamic of our team. I felt as though members of our group didn't understand each other's motives or approaches to our organization. Through my role as Vice President of Leadership, I coordinated monthly meetings with the thirteen hall council presidents, which provided a space for them to share their community's struggles and accomplishments. Knowing that my connections with them could provide more than just a required meeting, I facilitated a development activity each month and

provided the presidents with materials they would need to lead the activities with the remainder of their councils.

I noticed a need within the team I was serving and began diving deeper to fill it. An advisor was pushing me to submit a proposal to present on a topic of my choosing at the Regional Leadership Conference put on by the Great Lakes Affiliate of College and University Residence Halls (GLACURH) at Oakland University in the fall of 2018. I agreed on the condition that he would co-present with me. I chose to devise a presentation that further analyzed the importance of facilitated development within a team of collegiate leaders. Our session was largely attended by organizational presidents and advisors at the conference who offered wonderful feedback and spoke on their own experiences with leadership development.

After seeing just how many students and organizations were struggling with developing their teams as cohesive units and boosting connections and engagement, I realized that this was something that needed to be researched even further. At the time, I was in the process of deciding to pursue a career in student affairs and higher education. I was beginning to recognize just how big of a role facilitated development can play in the growth and successes of students involved in higher education.

Even though my presentation at the conference was long over, I kept researching. I wanted to see exactly what was out there for use by student leaders and how accessible the materials were. What I found surprised me. Hundreds of books have been written filled with icebreakers and bonding activities, but not many of the ones I was coming across had any real intent or purpose behind them aside from introducing people to each other. Working with a graduate student, I kept

digging into all the spaces I could think of to find theories, activities, and instructions on how to craft resources to build a better team. I kept finding articles that required large financial investments to gain access. I had hope that I would still be able to find research I could incorporate into my work. My presentation at the GLACURH conference served as a springboard for my work on this thesis.

Shortly after selecting the topic of leadership development as my area of interest for my honors thesis, I also decided that I wanted to submit a proposal to present my findings at the National Association of College and University Residence Halls' Annual Conference in May of 2019 at Louisiana State University. As this conference would have attendees from all over the United States and Canada, I worked to further my research in preparation for my presentation. I compiled a packet full of activities I've participated in or facilitated through my collegiate leadership experiences as well as my time spent as a member of the Indiana 4-H program.

When organizing the resources, my number one goal was to create a system of uniformity amongst all of the materials and instructions. I created a template sheet that I could copy and use to bring consistency to my documents with each activity I added. The form outlined the activity name, the developmental category, the group size, the ideal group type, specific space requirements for the activity, necessary supplies, the estimated activity time, facilitation instructions, intended outcomes for participants, and points of discussion and debrief. I wanted to be sure that the materials for each activity included anything and everything that facilitators might need in order to participate in these activities with their teams.

In order to keep growing in my understanding of team dynamic, I attended and participated in roundtables and discussion chats with the presidents of other housing-based student

organizations across the country. Through my networking, I was able to learn about similar struggles of development being experienced at many other colleges and universities. I was also able to hear about how other schools were working to tackle the issues they faced. I took the challenges and adversities of my colleagues and sought ways to improve their situations through my research. Just because my team was not experiencing an issue and didn't need a remedy did not mean that other teams weren't hurting for some help for their situations.

Throughout the entire process, I kept reflecting on my own experiences with development and what would have been most beneficial through each of those experiences. I've been serving in leadership roles in some capacity since age nine, with each position I served in placing me into a team of other leaders working towards common goals. As I've continued to get and stay involved in collegiate leadership roles, I've recognized the importance of outlining what being a leader means to each member of a team. Because I couldn't find any activities that seemed to meet this need, I created some. Through my role as the Residence Hall Association's Vice President of Leadership, I facilitated leadership development activities with all of the hall council presidents and planned two retreats for our hall representatives. I tested the *Filling in the Gaps* (page 49) activity with both of these groups and received positive feedback on the experiences and perspectives gained through the activity. I also created an analytical survey that helps to quantify more qualitative data on team perceptions. I was disappointed that I was unable to find more of the resources that I was looking for, but I turned to the research I conducted to build better resources for those that need them next. Using the feedback I was able to receive from surveying RHA representatives, I helped to initiate a programming model geared towards increasing the number of programs that focused on involving

and connecting students within their hall communities during the first six weeks of the academic year.

Being involved in a student organization has helped me to stretch myself in capacities I hadn't imagined before. It's helped me find a community, a sense of belonging, and a home within the greater campus community. My organizational involvement has given me a sense of purpose I hadn't found elsewhere on my campus or at my school. I wasn't an active participant in the organizations I chose to join my freshman year because I didn't feel like I fit with any of the groups and their dynamics. Quite honestly, I wasn't sure I wanted to return to Ball State for my sophomore year and considered completing my degree at a school closer to home so I wouldn't have to build a new community for myself or discover a new place to fit. After joining the Residence Hall Association my sophomore year, I realized that the connections I was making had made it easier for me to say that Ball State was not just the place where I studied; it was my home. The more involved I got within the organization, the more I felt like I belonged somewhere. I recognized my passion for Student Affairs that I wouldn't have discovered so soon had I not been willing to get a little vulnerable and stretch myself beyond what I thought I was capable of accomplishing. Being part of a student organization lit a fire in me and helped me solidify exactly what I want to do with my future. It has helped me make a place for myself.

For me, a large part of this experience was a trial and error of adaptations and creations of all sorts. I now have a better understanding of how to figure out what works for a team at any given moment in time, how to plan and devise developmental activities, and how to facilitate programs with teams of all sizes. I am more confident in my ability to facilitate activities with a group and am

now interested in conducting further research on the necessity of team development after I complete my undergraduate degree. The experience of writing this thesis provided me with additional space to expand myself, my comfort zone, and my creative thinking abilities. I decided to collect all of the resources I had access to and put them together as a guide. Because I recognize the value of my research, I want to be sure that what I learned is able to be shared with anyone and everyone who may be in need of accessing it. I have left a copy of this booklet with my thesis advisor, with the Residence Hall Association, with the graduate student who pushed me to further research this topic, and with the Honors College in the hopes that each of them will use the resources and share them at their own discretion to further build and develop student leaders.

Overview

This developmental program was created to guide student leaders from their first meeting as a team all the way through to their last. Before a group of leaders is formed, students must first be willing to get involved. Although involvement can be encouraged, students will only join organizations if they feel a connection or see the long-term benefits they will receive from membership. It is imperative that organizations are growth-oriented and market themselves well towards student populations. Sanford's Theory of Challenge and Support argues that challenging students to get involved while simultaneously providing them with the tools they need to grow and perform successfully will allow them to get the most out of their involvements (Roark). The stages of executive development are outlined within this booklet as well as possible activities to be facilitated during each of the stages. It begins by guiding students through the introductory phase of team development with activities and mixers to help "break the ice." Once the metaphorical ice

has been broken, the focus of the program shifts towards activities that will allow students to grow as leaders, recognize the hard work each team member contributes towards the group's shared goals, and continue to grow closer with one another. Activities geared towards reinforcing team bonds are interwoven throughout the course of the entire developmental program in order to continue to boost cohesiveness. The implementation of such a program within a team of student leaders presents students with opportunities to plan, organize, and facilitate the activities they will be participating in with their peers and allow them to feel fully invested in the entire process. This developmental program is dynamic in nature and will grow and change with each group that utilizes this model, as no two teams of student leaders are alike in interactions, demographics, and structure. The activities contained within this booklet are not meant to be facilitated in the order that they are included; instead, it is advised that an activity is selected based upon the current needs of the team as they are identified. It is also important to note that the activities contained within this booklet are not the only activities that can be facilitated with a group. These merely provide instructional scaffolding for student-centered development and should not be the only activities students are participating in for optimal growth to be achieved.

Importance of the Program

Students serving in executive positions in collegiate organizations are often given the label of "leader," with the title taking on a different meaning for each individual who carries it. Participating in developmental and analytical leadership activities allows members of a team to take stock of all the weight the title of "student leader" holds, both for the team as a collective and for the individuals that make it up. Participation in facilitated activities geared toward bonding,

development, and recognition allows student leaders to connect with one another as a unit and to develop themselves as individual members of the team throughout their executive term. It is foreseen that the facilitation of a developmental plan such as this one will help boost team cohesiveness and overall function, as members of the group will acquire a greater understanding of one another.

“Simply put, it is unrealistic to expect that enhanced leadership capabilities can be developed in a 2-hour or even a week-long leadership workshop. Rather, leadership competencies are best developed over time through a program that fosters personalized integration of theory and practice and that conceives of leadership development as a recursive and reflective process” (Connaughton, Lawrence and Ruben). Although previously defined by characteristics of power, productivity, and management, views on leadership have shifted to encompass a more transformative framework (Dugan and Komives). Leadership development does not occur as the result of participation in a single activity but instead occurs over longitudinal exploration of leadership and its boundaries. Leadership itself is a body of knowledge and practices, and developing leadership requires a balance of discussions on leadership qualities and theories and engagement in activities focused on fostering growth. As leadership is not a static body, the means through which one attempts to develop as a leader should represent an ongoing process that mimics the dynamic interactions these leaders will face.

There are many aspects that contribute to the successful implementation of a leadership development program with a group of student leaders. First and foremost, leadership is complex. It reflects the culture of the institution, the dynamics of the group, the attentiveness of the advising

staff, and many other intricate innerworkings that impact how well or how poor a team will ultimately be in their efforts (Connaughton, Lawrence and Ruben). Second, leadership can be both formal and informal. Formal leadership roles are positions that carry a title of significance (President, Presiding Officer, Representative, etc.), where informal leadership is not guided by a title or a label but rather focuses on stepping up within a collective group. An example of informal leadership would be a student offering to coordinate the completion of a group project by reaching out to their peers for information and ideas.

Third and most important, leadership is an experience, and development should be an experience as well. Leadership is interacting with other students, taking chances, making mistakes, and learning through each and every process. The development of a leader is not finite or definitive; it is expansive and wide in its scope. Through leadership development processes, students should ideally be exposed to leaders who think and act differently from themselves so they learn how others operate. They should be communicating with one another and working to talk through their journeys of growth, including all the high points, all the low points, and everything that comes between. Students should be learning and challenging themselves while being given opportunities and support necessary for growth (King and Anderson). These leaders should be challenged productively by the staff who advise and oversee them as well. Development should be focused on increasing student engagement with the communities they seek to serve. Students who engage with their communities will be more likely to feel a connection to their college town as opposed to viewing it as a temporary fixture in their day-to-day experiences.

Student engagement is bolstered by participation in well-executed developmental activities. Whether these activities are peer-facilitated or advisor led, the benefits they reap can have drastic impacts on the success of the group and the sense of belonging of the individual. The more involved a student is through their efforts, the more rewarding and enriching an experience becomes for them (Astin). The greater a student's investment in social interactions, the more socially integrated they will ultimately be at their institution (Kuh, Cruce and Shoup). Getting involved in the social sphere and finding ways to be engaged within the campus community increases the likelihood that students will remain at their current academic institutions from their first to second years (Kuh, Cruce and Shoup). Intentionally outlined and structured activities allow students to develop positive behavioral habits that will follow them in their learning well beyond the sphere of higher education (Carini, Kuh and Klein). Higher education is not just built for students to obtain their degrees. Ideally, the system of higher education would provide students with transferable soft skills that will benefit them in all of their future endeavors, such as jobs, skills, creative ventures, etc.

Participation in programs that seek to engage students can impact their experiences in their lives post-graduation. It helps to put an emphasis on the development of soft skills that are less tangible and more difficult to define, yet still important when entering the workforce, such as communication, teamwork, and adaptability (Crosbie). Involvements help to shape a student's sense of self and individuality. During their freshman year, participation in student organizations can begin a co-curricular approach to education in which academic performance is supported by campus involvements outside of the classroom (King and Anderson). Co-curricular programs focus on developing a student's sense of self through a holistic approach to enhancing a higher

education experience. Participation in student groups and organizations provides a peer support group, a sense of stability, and an opportunity to challenge one's abilities and goals (King and Anderson).

Organizational Culture

When working with student organizations, it is imperative that a positive organizational culture is affected within the group. Organizational culture is defined as the forces that drive how members of a group interact with one another as well as how they interact with the organization itself (Bass and Avolio). Some factors that affect organizational culture include assumptions, beliefs, and values of individuals and the collective. It can impact the social culture of an organization as well as the headspace individuals enter when they are in the presence of one another. Organizational culture is instilled and developed through interactions, power dynamics, and the overall structure of the organization. Having a positive organizational culture implies that members of the group are capable of creating a positive and productive working environment without hindrances of unrest or contention among themselves.

College students derive a sense of belonging from involvement in student organizations and connections with peers, professors, and professionals (Hausmann, Ye and Schofield). Students create communities for themselves through these connections. Although it seems quite small, a smile or a greeting from someone on campus can make a student's day. As previously mentioned, a student's sense of belonging can impact their perceptions of their school as well as their mental and emotional well-being. Students who don't feel like they belong at their institutions will either transfer to a school where they feel as though they do belong or drop out of school entirely.

Campus environments are pliable and are constantly adapting as student populations fluctuate (Ribera, Miller and Dumford). Through their ability to shape and define organizational culture, student affairs professionals and student leaders alike have the potential to both positively and negatively impact the collegiate experiences of all of the students they interact with in the roles they serve. Positive involvements early on in college careers have been shown to increase student perceptions of the institutions they attend and have demonstrated increased persistence of students pursuing undergraduate degrees (Ribera, Miller and Dumford). A school that feels like home will become one, even if students are hesitant to call it as such.

Organizational culture is not just shaped and impacted by the students in the organization; organizational culture is a product of all involved persons, from members to advising staff to those in executive positions. If one of the parties begins to contribute poorly, the overall feel of the organization can shift and thus alter the experiences of students involved within it. In order to create a positive organizational culture from the very beginning, teams should set expectations of one another and outline steps of action if they happen to stray from these expectations. It is also in good practice for teams to continuously revisit and reevaluate their expectations as they progress in their experiences. Making the established expectations accessible to all members of the group helps to reinforce the establishment of a system of accountability.

Assessing Yourself

Although it is important for the facilitator to assess the team they are working with, it is equally important that they are working to assess themselves and show members of their team how to assess their own progress and growth. Growth is not linear, nor are there defined

checkpoints to mark one's progress. Having an analytical system that allows an individual to keep tabs on their progress allows for further personal development. Oftentimes, the best way to determine how and where progress has been made is by reflecting on past experiences and looking forward towards future endeavors. Personal analytics can be done in a one-on-one setting with advisors where executive board members can evaluate their progress and performance with input from advising staff. An example of a reflective exercise (*What Happened? What's Next?*) can be found in **Appendix 5** (Williford, Looking Back, Looking Forward). Reflective exercises can also be conducted in less formal settings through general conversation, discussions, and strategic questions designed to elicit responses from participants. Simply talking with people about their perspectives and experiences would be considered an informal reflective exercise.

One thing that has a large impact on leadership abilities is self-efficacy. A self-efficacy is an individual's perception of their own skills and abilities in regard to a particular topic (Bandura). Participation in development activities has been shown to increase students' self-efficacies regarding their own leadership capabilities. If a student believes they are more capable and qualified for their leadership endeavors, this high self-efficacy will reflect itself through superior performance (McCormick, Tanguma and López-Forment). Self-efficacies can also be strengthened and grown by repetitive exposure to positive leadership models. Support and encouragement from advising staff, positive mentors, and peers help to promote the philosophy of "I think I can, therefore, I will." Before overseeing developmental activities with a group, a potential facilitator should spend time assessing their own self-efficacies and individual leadership competencies. Exploring one's own self-efficacy involves examining what positive and negative perceptions are being held and addressing how these may impact their perspectives.

Assessing Your Team

Before an individual can begin to facilitate developmental activities with their team, it is important that they evaluate the current state of the team they are working with as well as the resources available to them. When analyzing the state of the team, the facilitator should be asking themselves a series of logically organized questions in order to cater the activities to the specific needs of the group (Zárraga and Bonache). They should consider how long the group has been together, how much time is allotted for participation in developmental activities, how much space is available for the activity, what funds are available to purchase supplies for activities if they are necessary, what accommodations may be necessary, and how close and comfortable members of the team are with one another. Reading the room also requires identifying which stage of growth the team is in at any given moment in time. Evaluating the team allows the program to be dynamic in accommodating the needs of the team at a given moment in their timeline. Sometimes, the facilitator may enter a space prepared to facilitate one activity, but the group may need a different type of activity. Facilitators should be prepared to analyze the state of their group in advance as well as on the fly.

Group assessments can be done in a multitude of different ways. A team can be analyzed through informal methods such as observation or discussion or through more formal methods such as written or digital surveys (see **Appendix 1** for an example). Surveys are likely to provide more direct and quantifiable feedback; however, providing leaders with an outlet to share informal feedback is likely to yield more genuine thoughts and identifiable areas of growth for the collective group. Potential questions that may be asked to garner informal feedback include: What could

have been done better?, What did you enjoy about this experience?, and What went well about this event? Additionally, pro/con lists may be used to garner informal feedback as well.

While assessing a team, it may also be beneficial to consider the communication and language that the team uses towards one another. Beginning discussion with questions of “why?” tends to put individuals on the defensive and may create sparring viewpoints as opposed to helping reach agreement or compromise. Body language also plays a large role in creating the organizational culture (Fitzgerald and Theilheimer). Crossed arms and other closed stances can lead a speaker to believe that their audience is disengaged with the material they are speaking on. Being open and receptive through attentive practices can help increase the cohesiveness of an executive team and boost engagement of non-executive members within the organization. Likewise, if a speaker is speaking in a tone of voice that is disinterested, those around them are likely to respond with low energy and low interest in the topic of discussion.

Part of assessing a team also involves identifying the purpose behind the team’s meeting. Is the meeting a one-on-one scenario to discuss individual roles and responsibilities? Are they sharing a space solely to participate in team-building exercises? Is the meeting scheduled to conduct business? When catering an activity to the state of a team, a facilitator should consider the reason behind the meeting and what kind of headspace members will enter the room with (Xue, Bradley and Liang). The mindset and headspace of participants will impact which activities are most beneficial for them and what they take away from each activity, and it is important that participants are taking away as much as possible from the activities they are participating in. Assessing a team is not a momentary thing; rather, the person responsible for facilitating

development activities should be constantly analyzing the state, structure, and relationship of the team to provide them with scenarios that they will be most likely to learn from at that particular moment in time.

Stages of Team Growth

Figure 1 outlines the three main stages of team growth experienced by executive boards, a description of these stages, and the broad categories of activities that would be most beneficial to teams during each stage. The framework for the stages comes is based upon a concentrated version of Tuckman's Stages of Group Development (Tuckman and Jensen). There are minimal checkpoints to distinguish the stages from one another; instead, each stage smoothly transitions into the next. The *Elects* stage is initiated as soon as team members are elected into their positions (or volunteer for them) and continues as they begin to take on their positional responsibilities within the organization. This stage serves as a catalyst for the team to begin their journey of growth. The *Execs* stage serves as an intermediate stage and occurs as members of the team are establishing themselves in their roles. The *Transitioning Team* stage begins as the year is winding down and concludes with the final meeting as a team. This stage includes overlap between when the incoming board is elected and when they fully transition into their new roles as *Elects*. During the *Transitioning Team* stage, the outgoing board members will work with the incoming board to ensure they are as prepared as possible to take on their new roles. Although student organizations may go by different names and focus on a wide variety of interest, their progress through each of these stages is a shared experience.

Figure 1

Stage	Elects	Execs	Transitioning Team
Description	Recently elected executive board members; likely transitioning into their new roles or just beginning to serve in their positions	Established within their positions; may still be working out the intricacies; making their offices their own	Near the end of the academic year or elected term; activities will be reflective on growth and accomplishments
Beneficial Activities	Icebreakers; Get-To-Know-You Activities; Introductory Bonding; Basic Leadership Style Analysis	Recognition activities; Bonding activities to further growth as a team; Activities that require more vulnerability, openness, and trust	Recognition activities that allow members to highlight one another's achievements; Activities evaluating areas of growth for the new executive board

Activities

Activities within this booklet represent only a small fraction of what a developmental program could look like for a team. The lessons are categorized by the main focus of the activity as they fit into one of three over-arching categories of developmental activities: Bonding, Leadership Development, and Recognition. Descriptions of the categories can be found in **Figure 2**. Activities may fit into more than one category; however, the activities are classified based upon the category they most closely align with in terms of needs and expected outcomes for a team. The lessons encompass a wide variety of growth areas. Widely encompassing programs that include multiple viewpoints, ideologies, thoughts, and behaviors enhance the ability to make a lasting and meaningful impact on the students that participate in them (Posner). Materials for each of the activities outline the ideal group size, group type, space requirements, necessary supplies, intended outcomes, and roughly how much time the activity should take as well as facilitation

instructions, debrief questions, worksheets, and directions to additional materials located in the appendix.

Figure 2

Bonding	Leadership Development	Recognition
Activities focus on familiarizing members of a team with one another; Initial bonding activities are geared towards breaking the ice.	Activities focus on individual growth as well as the relationship between the individual and the team.	Activities focus on acknowledgement of team members and their accomplishments.

As noted in **Figure 1**, the activity types will each be most impactful during specific stages of the team's development. This is not to say that activities can't be facilitated outside of their "ideal" stage or that the categories are mutually exclusive of one another; however, it is most beneficial to begin with activities focused on introducing team members to one another before moving forward in the program. Baseline leadership development activities can also be incorporated near the beginning of the developmental plan. One such activity, *Filling in the Gaps*, focuses on the title of "student leader" within the team. The activity allows space for students to analyze their own perception of what it means to be a leader as well as the perceptions of other student leaders on the same topic. Instructional materials for this activity can be found on page 48. As the team becomes more familiar with one another, deeper leadership development activities and recognition activities can be implemented with the program.

Bonding

Bonding activities take a specific focus on familiarizing members of a team with one another. Initially, these activities are going to focus on bonding on the most basic level in the form of icebreakers. Improving cohesiveness and understanding between members of a team will help the team better their ability to function as a unit, which will ultimately positively impact their interactions with one another, other members of the group who may not hold executive positions, and the campus communities they serve. The intensity of bonding activities will progress as group members become more familiar and comfortable with one another (Foster). Teams that are familiar with each other may be able to skip introductory bonding and icebreaker activities in favor of activities that require more vulnerability, intimacy, and openness. Increasing the level of vulnerability required by members of a team helps members expand their own comfort zones and increase their investment within the group. Team members who truly understand one another personally and professionally will get more out of their experience than those who don't have those same feelings of connectedness.

Activities that focus on bonding need not be geared only towards executive board members. Facilitating icebreakers and bonding activities with representatives and general body members help to foster a connection to the student organization and also increases the likelihood that they will return to the organization in future academic terms. Those connections are said to factor into levels of student engagement. Traditionally, student engagement is defined in a two-part approach that encompasses both behavioral and emotional aspects (Zhoc, Webster and King). When students feel engaged with their institutions and their various facets, they are more likely to persist at their current schools as opposed to transferring institutions. *Let Your Stuff Tell Your Story* is a

great activity for groups just getting to know one another. For this activity, participants use the items on their person to introduce parts of themselves to others in the group (Latz). Instructional materials for this activity can be found on page 38.

Car, Color, Character

Recommended group size: 5+

Supplies: None necessary

Instructions

Inform participants that they will be describing themselves as a car, a color, and a fictional character. Give them a few minutes to make their choices and think about the reasoning behind them. Once everyone has decided on their cars, colors, and characters, have participants take turns sharing their selections and explaining their reasoning to the rest of the group.

Source: (Pinnick, Car, Color, Character)

Clumps

Recommended group size: 20+

Supplies: None necessary

Instructions

For this activity, members of the group will be getting into smaller groups to interact with as many members of the larger group as possible. The facilitator will instruct participants to arrange themselves into groups based upon a particular characteristic (hair color, shoe size, area of study, etc.). Once in their small groups, participants will go around the circle and share their name and a fun fact about themselves. Once everyone has had a chance to share in their clusters, a different separating trait will be chosen and new groups will be formed. Participants will again share their name and a (new) fun fact about themselves. This activity can be done for as many or as few rounds as time allows.

Source: (Miller, Clumps)

Crash

Recommended group size: 20+

Supplies: None necessary

Instructions

Instruct participants to move freely around the space until the leader shouts a number. Participants will be responsible for forming groups of that number. Those who fail to find themselves in a group of the correct size are out of the activity until only two participants remain. At this point, the activity is complete. *Crash* can be repeated as desired.

Source: (McKinley, Crash)

Crossed or Uncrossed

Recommended group size: 8-25

Supplies: Pens

Instructions

Have participants sit in a circle either on the floor or in chairs. Pull 2-5 members of the group aside temporarily for further instruction. Tell them that they will pass the pens to the person beside them based upon whether or not their legs are crossed. If their legs are crossed in any way, they pass the pens crossed; if their legs are uncrossed, they pass the pens uncrossed. Once they understand the concept of the activity, they will return to the larger group and take their seats. Inform the remainder of the group that they will be trying to identify the pattern that determines how the pens are being passed. The facilitator begins passing the pens and informs participants whether or not they have correctly passed the pens. This activity continues until someone guesses the pattern or facilitator has decided to share the secret with the entire group.

Source: (Kalme, Crossed or Uncrossed)

Elevator Pitch

Recommended group size: 5-15

Supplies: Timer or stopwatch

Instructions

Members of the group will each be given one minute to introduce themselves to everyone else.

Encourage participants to mention things such as their name, their major, and any hobbies they may have during their introductions.

Source: (Weisenfelder, Elevator Pitch)

Honey, I Love You

Recommended group size: 8-25

Supplies: None necessary

Instructions

Have one person in the group be “The Chosen One.” The remaining participants will sit in a circle either in chairs or on the floor. The Chosen One goes around to random members of the group to try to get them to smile or laugh. The person they go to cannot smile or laugh; if they do, they become the new Chosen One. If they don’t, they must say “Honey, I love you, but I just can’t smile.” The more outrageous the act The Chosen One puts on, the more likely it is that the person they approach will laugh. The activity can persist as long as time allows.

(McKinley, Honey, I Love You)

Hopes and Hesitations

*This activity is to be performed outdoors

Recommended group size: 8-15

Supplies: Index cards (one per person), helium balloon (one), hole punch, string

Instructions

Give each participant two index cards. Instruct them to write any hesitations or fears they have about the upcoming year on the first card and their hopes and excitements on the other. Once all

hopes and hesitations have been written down, allow members of the group to share what they have written with one another. Have participants tear their “hesitations” card into as many pieces as they choose. Gather all of the torn pieces and dispose of them in a bin where all members of the group can see. Once all of the pieces have been gathered, have participants hole punch their “hopes” cards in the top corner. Using a piece of string, each “hopes” card will be tied to the ribbon of the helium balloon. After all of the cards have been attached, have every member of the group grab onto the ribbon. On the count of three, everyone will let go of the balloon and the hopes will be lifted up and away.

Source: (Weisenfelder, Hopes and Hesitations)

Human Bingo

Recommended group size: 25+

Supplies: Copies of bingo card (**Appendix 3**), writing utensils (one per person), prize for first to complete their card (optional)

Instructions

Distribute writing utensils and bingo cards to participants at the start of the activity. They will be tasked with introducing themselves to others and filling up their cards with signatures. Each person they talk to will be able to sign only one square on their cards. Participants will also be able to sign their cards in one square. The object of the activity is to fill up the card as fast as possible while interacting with other members of the group.

(Berryhill)

Human Taco

Recommended group size: Any size

Supplies: Prepared index card with taco ingredients written on them (shell, cheese, meat, salsa, tomato, sour cream, avocado, lettuce), tape

Instructions

Tape a labeled notecard on the back of each participant's shirt. Instruct participants to ask each other yes or no questions to determine which taco ingredient they are. Once all participants have figured out their ingredient, inform them of the order of the taco ingredients (shell, meat, cheese, avocado, lettuce, tomato, sour cream, salsa), and tell them to line up to build the human taco.

Source: (Froehlich, Human Taco)

Identity Theft

Recommended group size: 8-20

Supplies: Participant ID cards

Instructions

Have participants pull out their ID cards. Instruct them to find a partner and introduce themselves with their names and a fun fact about themselves. Once they have each introduced themselves, they are to switch ID cards and introduce themselves to a new partner using the name and fun fact of the person whose ID they are currently holding. After each partner, they switch cards and assume a new identity. Once ten-fifteen minutes have passed, have participants form a circle and take turns introducing the person whose ID they have to the remainder of the group while sharing their fun fact. After someone has been introduced, they then introduce the person whose ID they have.

Source: (Hague)

Last Shopping Trip

Recommended group size: 8-15

Supplies: None necessary

Instructions

Ask participants to think about what three items they would purchase if they were going shopping for the last time in their lives. Once everyone has decided upon their items, have them share their choices with the remainder of the group.

Source: (Weisenfelder, Last Shopping Trip)

Mind, Body, Heart

Recommended group size: 8-15

Supplies: None necessary

Instructions

This activity is a sharing activity. One at a time, participants will take turns describing what has been on their mind recently, how their body feels, and what is weighing on their heart. This activity gives participants an opportunity to learn more about one-another's daily experiences and is complete once everyone has had the opportunity to share.

Source: (Weisenfelder, Mind, Body, Heart)

Name Game

Recommended group size: 8-20

Supplies: None necessary

Instructions

Participants in this group will arrange themselves in a circle where they can all see one another. Someone will go first and introduce themselves by saying their name and an object that starts with the same letter as their first name. The next person will repeat the first person's name and object and then introduce themselves with their name and an object. The next person lists the first person's name and object, the second person's name and object, and then provides their own

name and object. The activity continues until the last person in the circle has listed off everyone's names and objects. This activity can be modified by forcing participants to fit their activities into specific categories (animals, foods, etc.).

Source: (Davis, Name Game)

Pop the Question

Recommended group size: 8-25

Supplies: Slips of paper with questions, balloons

Instructions

In preparation for this activity, the facilitator will need to print out small slips of paper with get-to-know-you questions written on them. It is suggested to print out roughly five more slips than the number of participants you will have in this activity. Instruct participants to each select a balloon. One at a time, participants will sit on their balloons to pop them, introduce themselves, and read aloud the question written on their slip. Once they have read and answered their question, the next person will go. The activity continues until everyone has introduced themselves and answered a get-to-know-you question.

Source: (Mosier, Pop the Question)

Rock, Paper, Scissors Trains

Recommended group size: 20+

Supplies: None necessary

Instructions

First, make sure all participants know how to play Rock, Paper, Scissors. Once everyone is aware of the rules, have them find a partner to play the game with. The loser joins the winner's team and follows them as their cheerleader. The winner stays at the head of the line and challenges another

team. The game is over when everyone has joined a single team two teams challenge one another.

Source: (Mosier, Rock, Paper, Scissors Trains)

Trading Cards

Recommended group size: 5+

Supplies: Index cards, markers, colored pencils, pens, pencils

Instructions

Instruct participants to create a trading card that best represents them using an index card and the writing utensils provided. Be sure to have them include their name on their cards. After everyone has created their card, participants can take turns sharing their creations.

Source: (Weisenfelder, Trading Cards)

Train Wreck

Recommended group size: 5-40+

Supplies: Space to form a large circle and move around

Instructions

For this activity, instruct participants to form a large circle. Once they have formed a circle, the facilitator will stand in the middle and introduce themselves. After introducing themselves, the facilitator calls out a statement that applies to them, such as “I have blue eyes” or “I’m wearing flip-flops.” If the statement applies to anyone in the circle, they are to move to a new spot in the circle that is at least two spots away from the one they are currently in. The facilitator will also try to take a spot, leaving a participant without one. The participant who does not have a spot will enter the middle of the circle, introduce themselves, and call out a new statement that applies to them. If they cannot think of a statement, they can shout “Train wreck!” and all participants will have to switch spots. The activity can continue for as long as time allows.

Source: (McKinley, Train Wreck)

Unroll Yourself

Recommended group size: 5-15

Supplies: Rolls of toilet paper

Instructions

Pass a roll of toilet paper around the group and instruct participants to tear off the number of squares they would normally use when they use the restroom. After everyone has their squares, let participants know that they will be sharing a fun fact about themselves for every square of paper they tore off. For example, a participant with five squares would share their name and five fun facts with the group. Once they have completed their turn, the next participant shares their name and facts. The activity continues until everyone has had a chance to introduce themselves.

Source: (Miller, Unroll yourself)

What's Your Deal?

Recommended group size: 5-52

Supplies: Deck of playing cards

Instructions

Have participants sit in a circle where they can all see one another. Give each of them a playing card. Once everyone has a card, let them know that they will be sharing facts about themselves based upon the number of their card. Aces are valued at one, jacks are eleven, queens are twelve, and kings are thirteen. After sharing their facts, have a participant “popcorn” the activity to the person of their choosing, as long as they select a person who is at least three spaces away from them in the circle.

Source: (Pinnick, What's Your Deal?)

Would You Rather?

Recommended group size: 8-25

Supplies: Index cards, writing utensils

Instructions

Before the activity begins, write questions on cards that require participants to select one of two answers (Would you rather never have to eat again or never have to sleep again?, Have hair all over your body or have no hair anywhere?, etc.). Fold the cards in half and instruct participants to select one. One at a time, they will read the questions on their cards and select the answer they would prefer.

Source: (Weisenfelder, Would You Rather)

Adjective Names

Activity Type: Bonding

Recommended group size: 5+

Works best with: Groups that have already had the opportunity to work together for some period of time

Specific space requirements: None

Supplies: Small poster boards (one per person), markers of various colors

Time: 15 minutes

Intended outcomes: Members of team or staff will feel recognized and appreciated. Participants will learn what positive characteristics others see in them and helps build cohesiveness within a group.

Instructions

Each participant in this activity will receive a miniature poster board. They will hold their poster board portrait-style and write their name vertically along the left edge of the board using markers. Give them time to decorate the letters as they choose. Once everyone has written their names on their posters, have them spread their boards out tables around your meeting space. Encourage everyone in your group to pick a few markers to carry around with them and direct them to visit every poster to list adjectives beside the letters of the name. Make sure to note that the first letter of the adjectives should correspond to the letter of the name (Jackie: J → Joyful; A → Adventurous; etc.). Give members of your group enough time to visit and write on every poster around the room. More than one adjective can be written beside each letter. Have participants pick up their boards when done.

Debrief Questions & Points of Discussion

None required.

Source: (Camp)

Get to the Point

Activity Type: Bonding

Recommended group size: 8-20

Works best with: Groups that have already had the opportunity to work together for some period of time

Specific space requirements: Room for the group to form a circle (on the floor or in chairs)

Supplies: Copy of statement list (**Appendix 4**)

Time: 15 minutes

Intended outcomes: Members of the group will learn more about what others think of them and how well they know one another.

Instructions

Instruct members of the group to sit in a circle where they can all see one another. The facilitator will read from a list of statements describing someone who is “most likely to.” On the count of three, participants will point to the member of their team the statement most applies to. Facilitators can read off as many or as few statements as they choose.

Debrief Questions & Points of Discussion

None required.

Source: (Sholty)

Guess Who?

Activity Type: Bonding

Recommended group size: 8-25

Works best with: Groups that don't know one another very well

Specific space requirements: None

Supplies: Notecards, pens of the same color

Time: 15 minutes (larger groups take more time)

Intended outcomes: Participants will get to know those around them a little better.

Instructions

Give each participant an index card and a pen, making sure everyone is using the same color pen for consistency purposes. Instruct everyone to list one interesting fact about themselves on the index card. Make sure they **do not** write their name on the card. Have everyone fold their cards in half and place them in a collective pile. Hand each member of the group a card, informing them to alert the facilitator if they receive their own card. One by one, everyone will read the fact on the card they are holding. Once they have read the card, they will try to identify who the card belongs to through three guesses. If they are unable to identify the card's owner after the third guess, the individual who wrote the card is instructed to reveal themselves. The owner of the card is the next person to read the card they are holding. This continues until everyone has read their card.

Debrief Questions & Points of Discussion

None required.

Source: (Kalme, Guess Who)

Human Knot

Activity Type: Bonding

Recommended group size: 8-12

Works best with: Groups that need to be energized

Specific space requirements: Enough room for entire group to move around

Supplies: None

Time: 15-20 minutes including debrief

Intended outcomes: Participants will get closer to members of their team and learn that teamwork is a vital part of figuring this out. Participants will also witness the benefits of clear communication.

Instructions

Have every member of the group stand up and form one large circle. Instruct everyone to put both of their hands out in front of them. Direct everyone to grab someone else's hand with each of their hands. They **cannot** grab the hand of anyone immediately next to them, and they need to make sure both hands they are holding do not belong to the same person. Once everyone in the group is holding someone else's hand in each of their hands, instruct the group to untangle themselves **without** letting go of whoever's hands they are holding. Once untangled, have participants repeat the activity, this time designating one individual as the speaker and instructing all other participants to remain silent. Once untangled, repeat the activity a third time and inform participants that this repetition is to be silent.

Debrief Questions & Points of Discussion

- What was one struggle you faced as you completed this activity?
- Do you think the group worked together effectively? Why or why not?
- Did someone take the lead in giving instructions during the activity? Were multiple people trying to give instructions at the same time? How did that affect the experience?
- Was it easier to follow instructions when only one person was speaking? Why or why not?

- To the designated speaker, how did it feel when you held sole responsibility for helping to ensure that your team got untangled?
- How did leadership roles change throughout the activity? Did everyone have a chance to give input and share ideas?
- How does this activity relate to challenges you may face as an exec board throughout the year?
 - Things may get twisted and confusing, but you will have to rely on your team to effectively untangle yourselves. You will also need to communicate to sort things out.

Source: (Davis, Human Knot)

Let Your Stuff Tell Your Story

Activity Type: Bonding

Recommended group size: 8-15

Works best with: Groups still getting to know one another

Specific space requirements: None

Supplies: None

Time: 20-30 minutes including debrief

Intended outcomes: Members of the group will learn about the stories of others as well as the things they carry with them. This activity also helps to increase closeness within a group of participants.

Instructions

Inform the group that they will be telling stories about themselves using only objects they have with them either in a bag or on their person. Give the group five minutes or so to figure out what items they would like to use and allow them to locate these items. Once everyone has located their items, give each person roughly two minutes to tell the story of themselves using their items.

Debrief Questions & Points of Discussion

- What were your thoughts as you were trying to find your objects?
- What was it like listening to everyone tell their stories?

Source: (Latz)

Make a Date

Activity Type: Bonding

Recommended group size: 13+

Works best with: Groups that don't know one another very well

Specific space requirements: None

Supplies: Paper plates (one per participant), writing utensils

Time: 25-30 minutes

Intended outcomes: Participants will get to know those around them a little better.

Instructions

Begin by providing each participant with a paper plate and a writing utensil. Instruct them to draw a line in place of each number on the face of a clock around the outer edge of their plate. Participants will mingle with one another and exchange the same line on each other's plates (both partners pick twelve, four, etc.). Once each participant has one "date" per hour, have everyone find their one o'clock partner. Give participants 1-2 minutes with each number partner to talk and get to know one another. The activity is complete once everyone has spent time with all twelve of their "dates."

Debrief Questions & Points of Discussion

None required.

Source: (Froehlich, Make a Date)

Monumental Minutes

Activity Type: Bonding

Recommended group size: Any size group with an even number of participants

Works best with: Groups that don't know each other very well

Specific space requirements: Enough room for partners to sit close to one another without being crowded

Supplies: None

Time: 20-25 minutes including debrief

Intended outcomes: Participants will get to know other members of the group while simultaneously examining themselves. By not being allowed to speak when their partner is answering the questions, participants are learning how to be better listeners and pay more attention to what is being said during the activity.

Instructions

Everyone will be randomly assigned a partner (pre-selected). Partners will be instructed to sit face to face with one another, fairly close. One partner identifies themselves as partner A; the other partner is partner B. Partner A is given two minutes to answer the question "Who are you?" as partner B asks them this question and listens to their response. After two minutes, participants are given an additional minute to talk about what was shared. Partners then switch roles, and partner B is now the one answering the question. Partner B begins round two and is given two minutes to answer the question "Who do you want to be?" as partner A listens. After the two minutes are up, the partners are again given time to discuss what was shared. They switch roles for a final time. Partner A begins the last round, and they are given two minutes to answer the question "Who are you pretending to be?" while partner B listens. The partners switch roles, and the activity is finished out with another minute of discussion. Facilitators may want to allow the group a few minutes to simply talk with their partners after all three rounds have been completed.

Debrief Questions & Points of Discussion

- How did you feel listening? How did you feel answering the questions?
- Was it hard not being able to speak as your partner shared their responses?
- Did you learn anything interesting about your partner? Do you have things in common with them?
- Which question was easiest to answer? Which one was hardest? Why?

Source: (Penneau)

Personality Playlist

Type of Activity: Bonding

Recommended group size: 8-15

Works best with: Groups that know each other very well

Specific space requirements: None

Supplies: Lined paper, writing utensils

Time: 10-15 minutes

Intended outcomes: Members of the group will get to see how members of their team perceive them and will get to know one another better.

Instructions

Inform everyone of the activity a week in advance to allow them to think about their choices.

Have each member of the group come to the next meeting with a song that describes/embodies each member of the team. Pass around a sheet of lined paper with each member's name at the top. Have everyone write the songs on their respective sheets. Participants will be allowed to take their sheets once the activity is completed

Debrief Questions & Points of Discussion

None required.

Source: (Weisenfelder, Personality Playlist)

Pick a Side

Activity Type: Bonding

Recommended group size: 5-40

Works best with: Any group of leaders

Specific space requirements: Enough room for participants to stand in two distinct groups, one on either side of the room

Supplies: Question list (**Appendix 6**)

Time: 15-20 minutes

Intended outcomes: Members of the group will learn about the preferences of others. It is also anticipated that participants will recognize that although they are involved in the same group, each of them is unique in their choices and preferences.

Instructions

For this activity, participants will get to know each other's preferences in a variety of categories. The facilitator will read off questions from the list one at a time and will designate one side of the room for the first choice listed and one side of the room for the second. Participants will move to the side of the room that best aligns with their preference. Once everyone has chosen a side, one person from each half of the room will be selected to share their reasoning. After someone from each side has shared, a new question is read, and participants select a new side. The activity is repeated as long as time permits. If a facilitator is looking to increase the depth of the questions, they can begin the activity with some of the lower-risk questions on the provided list before transitioning to questions that require more openness and vulnerability.

Debrief Questions & Points of Discussion

If opting to include higher-risk questions within the activity, the facilitator should incorporate time for debrief into this activity.

Source: (Bock)

Speed Friending

Activity Type: Bonding

Recommended group size: 20+

Works best with: Groups that don't know each other very well

Specific space requirements: Enough room for the group to form two lines face to face with one another

Supplies: Question list (**Appendix 7**)

Time: ~15 minutes

Intended outcomes: Participants will get to know one another.

Instructions

Divide the participant group in half. Instruct one group to form a shoulder-to-shoulder line and instruct the other group to stand face-to-face with someone in the other line. Once participants are all standing across from someone, identify one line as Group A and the other as Group B. Group A will remain stationary during the activity, and Group B will move around. For each round of *Speed Friending*, participants will introduce themselves to the person across from them and answer that round's get-to-know-you question. After partners have introduced themselves, the person in Group B moves one spot to the right in the line. New sets of partners will introduce themselves to one another and answer the next question for the round. This activity can either be abbreviated to fill time constraints or can be ended once Group B returns to their original partners.

Debrief Questions & Points of Discussion

None required.

Source: (Miller, Speed Friending)

Leadership Development

Activities geared towards leadership development allow students to evaluate their leadership styles as well as how they interact with other leaders with various leadership styles. Expected outcomes of leadership development activities include outlining areas for personal growth and identifying the strengths and weaknesses of the group as a collective. Giving students an opportunity to further their knowledge in regard to their own leadership style simultaneously helps them to have a greater understanding of the role they play within their team(s).

Long-term data shows that engaging students in leadership development provides them with space to engage in dialogues about improving their institutions and building connections within their communities (Rodríguez and Villarreal). Positive development allows student leaders to feel more comfortable speaking up with their thoughts during decision making processes for institutional direction and growth. It also provides students with the chance to become more effective team players, the opportunity to identify and enhance their own leadership styles, and the tools and skills necessary to continuously identify their own individual areas of leadership growth.

Leadership development may also include attending student-centered leadership conferences both on- and off-campus. Some institutions may host in-house development workshops geared towards introspective student growth, while others may present students with the opportunity to attend regional or national conferences focusing on enhancing roles within the team.

A-MAZE-ing Race

Activity Type: Leadership Development

Recommended group Size: 10+

Works best with: Any group of leaders

Specific space requirements: Enough space to construct two tape mazes on the floor for participants to navigate

Supplies: Painter's tape, blindfolds

Time: 30 minutes

Intended outcomes: Participants will learn to be more trusting of those they work with.

Participants will also work to develop effective communication skills. When everyone is speaking and giving directions at once, it may be difficult to distinguish what information is relevant from what is not, but only one person giving instructions may lead to misunderstandings.

Instructions

Before beginning the activity, the facilitator should create two identical tape mazes outlined on the floor. Participants will be divided into two groups for this activity. Each group should decide which member of their team will be navigating the maze blindfolded. Once this person has been identified, they can put on the blindfold. The two teams will be competing against one another to see who can navigate the maze the quickest. Once the navigator has successfully exited the maze, the activity will be conducted a second time, this time with only one member giving instructions per team.

Debrief Questions & Points of Discussion

- Was it harder to navigate the maze when everyone was giving directions all at once?
- To the person giving instructions by themselves, how did it feel to be solely responsible for assisting your teammate through the maze?
- For the blindfolded participants, were the instructions you were given clear enough for you to understand as you navigated the maze?

Source: (Naranjo)

Conflict Resolution Styles

Activity Type: Leadership Development

Recommended group size: Any size

Works best with: Any group of leaders

Specific space requirements: None

Supplies: Copies of the Conflict Resolution Styles Descriptions sheet (**Appendix 8**)

Time: ~30 minutes

Intended outcomes: Participants will learn their most prevalent conflict resolution style and the importance of using each of the styles at the right time.

Instructions

Distribute a copy of the Styles Descriptions worksheet to each of the participants. Give them a few moments to look over each of the conflict resolution styles and instruct them to select the style that best describes their approach to conflict. After everyone has selected their style, give participants the opportunity to talk about the style they selected and how they see it present itself in their lives. Once everyone has shared their conflict resolution style, the activity can proceed to the discussion portion.

Debrief Questions & Points of Discussion

- Why is it important that you are aware of your own conflict resolution style?
- Why is it important that you are aware of the conflict resolution styles of those you work with?
- When might it be beneficial to use each of the different conflict resolution styles (avoider, compromiser, competitor, accommodator, collaborator)?

Source: (Amaresan)

Filling in the Gaps

Activity Type: Leadership Development

Recommended group Size: 10+

Works best with: Groups that have been recently formed

Specific space requirements: None

Supplies: Copies of worksheet (**Appendix 9**), writing utensils

Time: 20 minutes

Intended outcomes: Participants will reflect on what being a leader means to them. By exchanging papers with one another, they are able to examine their idea of a leader even further and compare it to the perception of others.

Instructions

Introduce the activity by stating that no two leaders view their roles the same, even if they're doing the exact same stuff. Give everyone a copy of the worksheet. Instruct them to complete at least the minimum number of responses for each statement. Give everyone a few minutes to do so. Once everyone has filled out their sheets, collect them. Redistribute the sheets so everyone has a sheet different from their own. Allow them time to look over the responses and compare what they had written to what is on the sheet they now have. Proceed to debrief discussion.

Debrief Questions & Points of Discussion

- Were any of the answers on the sheet you were given the same as your own?
- Were you surprised by any of the answers on the sheet you were given?
- Why do you think this type of activity is important?

Source: (Weisenfelder, Filling in the Gaps)

Hello, My Name Is...

Activity Type: Leadership Development

Recommended group size: 5-15

Works best with: Any group of leaders

Specific space requirements: None

Supplies: Nametag stickers with emotional adjectives written on them (positive, joker, grumpy, excited, etc.)

Time: Same amount of time as a regular meeting

Intended outcomes: Participants will learn how good and bad attitudes affect communication and the ability to complete tasks effectively.

Instructions

Randomly distribute an emotional nametag to each participant. Instruct them to stick the tag in a visible place on their shirt after reading the adjective written on it. For this activity, participants will be adopting the persona of their sticker for the duration of the meeting. For example, a participant whose tag reads “grumpy” will act grumpy and disgruntled during the meeting. All of their interactions must reflect the word on their sticker.

Debrief Questions & Points of Discussion

- Was it hard to act differently than how you were actually feeling?
- Were certain people difficult to deal with during the activity because of their adjectives?
- How does one person’s attitude affect the entire group, even if everyone else’s mood is different?

Source: (Wormley)

Line Up

Activity Type: Leadership Development

Recommended group size: 8-25

Works best with: Any group of leaders

Specific space requirements: Enough room for the group to form a shoulder-to-shoulder line

Supplies: None necessary

Time: 10-15 minutes

Intended outcomes: Participants will learn the importance of communication that isn't taking place verbally.

Instructions

Inform the group that this will be a silent activity. For this activity, participants will be organizing themselves in order based upon whatever classification is chosen by the facilitator. This could be birthday, age, height, hair length, rainbow order of shirts, or another characteristic. If participants begin to talk as they are ordering themselves, remind them that this is to be a silent activity. For birthday and age orders, it may be beneficial to have the group share their birthdays or ages once they have reached an order they all agree with to ensure that the activity has been completed successfully.

Debrief Questions & Points of Discussion

- What was the hardest part about not being able to speak?
- Did you find that you quickly developed a system of communication with one another without the use of words?
- Did one person take charge in helping to arrange everyone into the proper order, or did it feel like everyone was responsible for organizing themselves?

Source: (Mosier, Line Up)

Reach Farther

Activity Type: Leadership Development

Recommended group size: 5+

Works best with: Any group of leaders

Specific space requirements: An open wall with space for a participant to jump up

Supplies: Sticky notes

Time: ~15 minutes

Intended outcomes: Participants will learn that there is always room for growth and that they are capable of more than they think they are.

Instructions

Ask the group for a volunteer. Once a volunteer has been selected, have them come to the front of the group. Hand the volunteer a sticky note and instruct them to jump as high as possible to place the sticky note on the wall. After they have placed the sticky note, hand them another and tell them to place it higher on the wall. Once they have placed the second note, the activity can proceed to the discussion portion.

Debrief Questions & Points of Discussion

- Once the first sticky note had been placed, how did it feel to be told that you could still do better?
- What do you think this activity seeks to teach?
 - Even when you think you've done the best that you could do, there's always room to keep growing and keep reaching farther. Sometimes, stretching and working ourselves up to growth is what it takes to help us get to where we want to be.

Source: (Mosier, Reach Farther)

Toast

Activity Type: Leadership Development

Recommended group size: 8-15

Works best with: Groups that have already had a chance to work with one another

Specific space requirements: Enough room for team to form a circle (in chairs, on the floor, or standing – your preference)

Supplies: None

Time: 20-30 minutes

Intended outcomes: Participants will learn about the perceptions others have towards them. This activity allows individuals to think critically about their own areas for improvement and how they can best use their strengths to be successful.

Instructions

For this activity, have participants sit in a circle. Preface this activity by enforcing that everything mentioned will be done with positive intent. Select an individual to be the first participant for the activity. Each person will have a chance to tell that individual what they believe their strengths are as well as their weaknesses (again, **kindly**). One individual will serve as a scribe throughout the activity, writing down all the identified strengths and weaknesses listed for each individual. This activity continues until everyone has been told by the group what their perceived strengths and weaknesses are.

Debrief Questions & Points of Discussion

This activity is designed to help identify positive characteristics among the team as well as help each individual identify areas where they could grow. Participants in this activity need to be open to criticisms and aware that the weaknesses they come up with for others needs to be done kindly and with good intent. It is important that participants are open and willing to participate in order for this activity to be most beneficial for the team.

Source: (Williford, Toast)

Traffic Jam

Activity Type: Leadership Development

Recommended group size: 10+

Works best with: Any group of leaders

Specific space requirements: Enough room for the group to move around significantly

Supplies: Blindfolds (one for every partner pair)

Time: ~15 minutes

Intended outcomes: Participants will learn the importance of trusting their team and carefully listening to instructions.

Instructions

Participants should find a partner of a similar height before beginning the activity. One partner will be the car and one will be the driver. The partner acting as the car should blindfold themselves, while the partner acting as the driver should stand behind them and place their hands on their partner's shoulders. The "car" will reach their arms out forward in front of them to serve as the remaining body of the car. Once all participants have paired up and assumed the proper position, the facilitator will explain the five commands they may hear during the activity. "Highway" means that participants may quickly. "Green light" means that participants can move at a normal speed. "School zone" means that participants should move with caution at a slower pace. "Red light" means that all participants should stop. "Traffic jam" means that both partners should trade positions. The object of this activity is to not bump into other partners while participating.

Debrief Questions & Points of Discussion

- When given the green light, were you hesitant to move quickly since you couldn't see where you were headed?
- Was your partner ever moving too fast for you to keep up with?
- Did you ever run into other partner groups?

Source: (Mosier, Traffic Jam)

What's On Your Plate?

Activity Type: Leadership Development

Recommended group size: 8-15

Works best with: Groups just beginning to work with one another

Specific space requirements: Workspace for each participant

Supplies: Paper plates, glue sticks, scissors, magazines and newspapers

Time: 15-20 minutes

Intended outcomes: Participants will reflect on their own leadership styles and have an opportunity to learn about the leadership styles of other members of the group.

Instructions

Give each participant a paper plate, a glue stick, and a pair of scissors. Allow everyone ample access to the magazines and newspapers that have been provided. Instruct participants to make a collage that describes their leadership style on their paper plate only using pictures and words they are able to find in the provided resources. Give them fifteen minutes to search and assemble their plates. Once the time is up, allow each member of the group to share their creation with others and explain the significance of their leadership style.

Debrief Questions & Points of Discussion

- Was it difficult to find pictures or words that accurately described your leadership style?
- How was your approach to creating the collage similar to other members of the group? Different?
- After seeing everyone else's creations, would you have done anything differently while making your own? Why or why not?

Source: (Weisenfelder, What's On Your Plate?)

Recognition

Recognition activities focus on shining a light on the accomplishments and skill sets of members of the team. Student leaders often get caught in a cycle of only analyzing and acknowledging their mistakes and areas for improvement, both as individuals and as groups or organizations. What is going well is already working for a team, so there is no need for them to dedicate additional energy and efforts towards analyzing their successes. Shifting the focus towards positive outcomes and contributions while still acknowledging areas for improvement creates an ideal balance promoting the maximum growth and development of student leaders. Only focusing on the negatives leads to greater likelihood of burnout and fatigue of all involved parties. Recognition activities help to increase a sense of belonging and support within the organization. Members of the team feel like their contributions and effort are valued, so they're going to be more likely to continue to show up with the same caliber of energy. Activities geared towards recognition should be consistently incorporated into the developmental plan to foster an organizational culture of recognition and appreciation. Recognition helps inspire creativity and persistence when work becomes difficult (Hansen, Smith and Hansen). It creates a system of rewards where members feel valued and appreciated for their contributions, both large and small.

One way to begin incorporating recognition activities into an organization is to have members take a Love Languages® assessment (Moody Publishers). This assessment allows individuals to identify the ways in which they are most receptive of praise and recognition. Utilizing the Love Languages® assessment allows teams to create a baseline understanding of how they can be boosting the number of positive interactions they are having with one another. Furthermore, it allows members of a team to build a greater sense of understanding.

I'd Pick You

Activity Type: Recognition

Recommended group size: 5+

Works best with: Groups that know each other well

Specific space requirements: None

Supplies: One set of printed slips per participant (**Appendix 10**), one cup/container per participant

Time: 15 minutes

Intended outcomes: Participants will learn what others think of them.

Instructions

Place the containers for each participant in various locations around the room. Distribute the slips amongst the participants so everyone has one complete set. Inform the group that for this activity, they will be placing the slips of paper into the container of the person they think the statements best apply to. Once all participants have placed their slips, they can retrieve their designated containers.

Debrief Questions & Points of Discussion

None required.

Source: (Froehlich, I'd Pick You (Affirmation Activity))

Kudos Circle

Activity Type: Recognition

Recommended group size: 5-15

Works best with: Groups that have worked together for a few weeks

Specific space requirements: Enough room for team to form a circle (in chairs, on the floor, or standing – your preference)

Supplies: None

Time: 25-45 minutes

Intended outcomes: Participants will be recognized for their contributions and have the opportunity to recognize others for their hard work.

Instructions

Have everyone in the group form one large circle. This activity is best performed while sitting down. Each individual within the circle will have a chance to participate. One individual is selected as the start. The remaining members of the group all take a turn saying something they appreciate or admire about the selected individual. After everyone has given kudos to that person, the next member of the circle is given kudos until all members of the group have had the opportunity to be given kudos.

Debrief Questions & Points of Discussion

This activity is simply a way for participants to be able to express gratitude and appreciation for the members of a team or staff. It can as often or as sparsely as the group would like.

Source: (M. King)

Love Languages®

Activity Type: Recognition

Recommended group size: 8-20

Works best with: Groups just beginning to work with one another

Specific space requirements: None

Supplies: Computer access or copies of printed tests and writing utensils for each participant

Time: ~35 minutes including debrief

Intended outcomes: Members of the team will become more aware of how best to recognize and support one another.

Instructions

Have each member of your team complete the Love Languages® assessment for singles either digitally or printed with professional recognition in mind. Once everyone has completed the assessment, the activity can move into the debrief and discussion phase.

Debrief Questions & Points of Discussion

- Acts of Service
 - Appreciates when others do things to take the burden off of them
- Physical Touch
 - Desires physical appreciate in the form of hugs, pats on the back, hands on shoulders, etc.
- Receiving Gifts
 - Appreciates the time and thoughtfulness put into gifts or gestures they receive
- Quality Time
 - Desires undivided attention; also appreciates quality conversation and shared activities
- Words of Affirmation
 - Desires unsolicited compliments and encouraging/positive words from others
- What is your top language? Do you think this language accurately represents you?
- Which language do you use most often to express appreciation for others? The least?
- How can awareness of your group's Love Languages® serve to benefit you as a team?

Source: (Moody Publishers)

Pat on the Back

Activity Type: Recognition

Recommended group size: Any size

Works best with: Groups that have worked together for a few weeks

Specific space requirements: Enough room for posters to be spread out and written on

Supplies: Mini poster boards, markers

Time: 15 minutes

Intended outcomes: Participants will feel appreciated by other members of their team or staff. This activity allows people to learn what positive characteristics others see in them and helps to build cohesiveness as a team.

Instructions

For this activity, have each individual obtain a mini poster board. Allow them to select a marker to and then instruct everyone to trace the palm of their hand in the middle of the poster. Once everyone has drawn their hand on their board, have them write their name in the middle of the palm they have drawn. Direct everyone to walk around to each poster and write positive characteristics of the poster's owner around the outside of the palm. These can be words or phrases that they think positively describe this person. Once everyone has written on each poster, send everyone back to their own poster to read all the kind messages that have been written.

Debrief Questions & Points of Discussion

None required.

Source: (Weisenfelder, Pat on the Back)

Snaps Jar

Type of Activity: Recognition

Recommended group size: Any size

Works best with: Any group of students

Specific space requirements: None

Supplies: Snaps Slips (**Appendix 11**), jar

Time: ~10 minutes

Intended outcomes: Participants will feel recognized for their work and presence.

Instructions

Give everyone in your group small slips of paper (Snaps Slips). Set a jar somewhere within your meeting space. Allow members of your group to write kind notes for one another and place them in the jar. Read the Snaps Slips aloud at various points throughout the meeting or as a closing activity.

Debrief Questions & Points of Discussion

None required.

Source: (Weisenfelder, Snaps Jar)

Touch Base

Activity Type: Recognition

Recommended group Size: 8-20

Works best with: Any group of leaders

Specific space requirements: Enough room for participants to sit in a circle on the floor

Supplies: Copy of statement list (**Appendix 12**)

Time: 15-20 minutes including debrief

Intended outcomes: Participants will feel recognized and connected. This activity helps to foster a sense of belonging within the group. This activity allows silent recognition of members of a team. No one knows who tapped them to be recognized, but all of the positive feelings are still there. Student leaders often get caught up in identifying and remedying issues while dedicating minimal attention to recognizes the successes of themselves and those around them.

Instructions

Everyone will sit in a circle with their eyes closed. One or two people will be “tapped” to silently give recognition to the people who they have connected with. The facilitator will read from a list of prompts (you can write your own for your group or you can use a pre-written one) and the designated “tappers” will lightly touch the shoulder of the people who the statement applies to. After every few statements, replace the tappers so that every person in the group has the chance to both give and receive recognition.

Debrief Questions & Points of Discussion

- How did it feel to be tapped?
- How did it feel to be able to tap others?
- Were you surprised by any of the statements you were tapped for?

Source: (Keesling)

Warm Fuzzies

Type of Activity: Recognition

Recommended group size: Any size

Works best with: Any group of leaders

Specific space requirements: Enough room for envelopes to be set out or hung up

Supplies: Paper, writing utensils, envelopes

Time: 15-20 minutes

Intended outcomes: Participants will feel recognized and appreciated.

Instructions

Give each participant in the activity an envelope. Allow enough time for everyone to decorate their envelopes as they choose, making sure they write their name on the outside. Have everyone place their envelopes in a central location once they have all been decorated. Instruct everyone to grab slips of paper of their choosing. Everyone will write a nice/supportive note for other members of the group and then slip them into their respective envelopes when they are done. At the end of the activity, everyone can take their envelopes with them and read all the notes inside on their own.

Debrief Questions & Points of Discussion

None required.

Source: (McKinley, Warm Fuzzies)

Limitations

Along with any leadership program, this one is not without its limitations. One potential limitation is a student's own individual willingness to participate in these activities or those similar to them. The more engaged a student is with these activities, the more they'll be able to gain from them. Another potential limitation is that most recognition activities revolve around words of affirmation. Participants who do not identify with the words of affirmation Love Language may not feel recognized or appreciated by these activities. In addition, many of these activities require at least some degree of vulnerability, which participants will either embrace or shy away from. An additional limitation is that many potential resources required financial investment for access, as Ball State University does not have access to every article on online data base containing information on team growth and development. The resources within this thesis are not the sole activities available for facilitation; if facilitators do not see what they need here, they should be willing to look outside of this document to provide their groups with what they need.

Conclusions

The resources contained within this booklet are not meant to be the end of any team development, nor are they representative of all the opportunities there are for group growth. They are meant to serve as a guide or a starting point for facilitators who are unsure of where else to begin. Once individuals become familiar with how to best work with the needs of their team and facilitate activities geared towards intended outcomes, they will be better prepared to adapt activities they encounter outside of this booklet. ‘

If the specific activities contained within this booklet are not providing direct, distinguishable progress, do not be discouraged. Growth is not tangible nor is it easy to identify, even if significant

advances have been made. There is no checkpoint or finish line for development; instead, growth is a constant state. Members of a team may be hesitant or resistant when faced with the opportunities presented by many of the activities within this booklet. Be patient with them, be supportive, and allow them to grow in their own time on their own terms.

Above all else, this program was created to help provide students with an opportunity to make a home for themselves at their schools. It is anticipated that participation in developmental activities that follow the structure of this program will lead to an increased sense of belonging and purpose as well as projected personal and professional growth. These activities provide students with opportunities to expand their perspectives, step outside of their comfort zones, and challenge what they believe to be true. Well-facilitated activities geared towards intentionally fostering connections provide optimal space for community building and development, which increase student retention and sense of belonging. Students should be given room to stretch themselves and what they know to expand their ideas and understandings of the world around them. Caring about students, their growth, and their sense of belonging shows that schools believe that students matter (Supiano). Without students, there would be no need for the existence of a program such as this, and higher education would have no one to serve.

Additional Information

Should you have questions or a wish to engage with this material further following review of this material, the author can be contacted by email at jweisenfelder18@gmail.com.

APPENDIX

Team Assessment Survey

Answer the following by entering the number below that best describes your current team.

4 – Absolutely

3 – Mostly True

2 – Occasionally

1 – Never

1. I want to be a member of this team.....
2. I trust other members of my team.....
3. Our team is capable of working through disagreements with one another.....
4. I feel respected as a member of this team.....
5. I respect other members of my team and their ideas/actions.....
6. I trust that my team members will meet their respective deadlines.....
7. Team members are held accountable for their responsibilities.....
8. I feel as though what I have to say will be listened to.....
9. Our team is working towards a common goal.....
10. Our team members communicate effectively with one another.
11. We have what it takes to be successful as a team.....
12. Team meetings are productive.....
13. I feel connected to other members of the team.....
14. Our team members are good at recognizing one another.....
15. Members of our team spend time with one another outside of weekly meetings..
16. Disagreements are expressed constructively.....
17. I feel like I am putting in more effort than other members of my team.....
18. I am comfortable being vulnerable with my team.....
19. This team and its activities are a high priority for me.....
20. I know what is expected of me as a member of this team.....
21. I feel like I am doing a good job as a member of this team.....
22. Everyone on this team contributes their fair share.....
23. I feel like I know other members of my team well.....
24. I feel like other members of my team know me well.....
25. I feel supported by the advising staff of this group.....

Team Assessment Survey Analysis Instructions

Answer the following by selecting the number that best describes your current team.

4 – Absolutely

3 – Mostly True

2 – Occasionally

1 – Never

I want to be a member of this team.	
Response	# of Responses
1	5
2	2
3	9
4	11

Data from the Team Assessment Survey should be analyzed using two cohesive approaches. First, the data should be assessed quantitatively by calculating the average response for each question. From there, the average can be compared to the maximum (4) for the questions. For example, the average response for the above scenario is a 2.96. The facilitator of the survey can use the average of the responses to gage the team's sense of belonging and togetherness. In the case of the example, participants want to be part of the group most of the time.

Although the average response appears to be positive, the facilitator should also consider the respondents who stated lower values for their desire to be part of the team. This is where the second approach to analysis comes into the picture. Leaving areas for open responses allows for more genuine and direct feedback. In this case, no such area was available, so it is up to the facilitator to consider why respondents may have felt this way. Reaching out to the respondent group for additional informal feedback can help to transform the survey responses from data to springboards for change within the structure of the organization. It is important that these responses be used to instigate change instead of simply being collected for the purpose of being collected.

HUMAN BINGO

Is the oldest child	Is currently wearing red	Has never been on a plane	Isn't wearing socks	Loves to read
Is from out of state	Prefers cats over dogs	Is left-handed	Likes chocolate more than vanilla	Has a tattoo
Can fluently speak another language	Has two or more pets	FREE SPACE	Is the youngest child	Wears glasses
Knows how to play an instrument	Likes to drink coffee or tea	Has never broken a bone	Can do a cartwheel	Has an iPhone
Has brown eyes	Is afraid of spiders	Likes waffles more than pancakes	Is an only child	Has been out of the country

Get to the Point Statements

Point to the person who is most likely to...

Fall asleep during a meeting	Become president
Get pulled over for speeding	Forget why they walked into a room
Run late	Stop to pet a dog
Walk into a wall	Dance in the rain
Be found reading a book	Win a medal at the Olympics
Own a coffee shop	Be caught eating snacks
Laugh at an inappropriate time	Live in a mansion
Overwater a cactus	Lose their keys
Listen to classical music	Move to New York City
Donate to charity	Have a smile on their face
Win a Nobel prize	Get in a fight
Make it on TV	Become a millionaire
Adopt thirteen dogs	Adopt thirteen cats
Die in the zombie apocalypse	Go skydiving
Be a stand-up comedian	Travel the world
Borrow something and forget to return it	Break a world record
Write a book	Cry during a sad movie
Change the world	Join the circus
Become a social media star	Cheat at a board game
Order takeout food	Lock themselves out
Remember someone's birthday	Dye their hair a bright color
Speak a foreign language	Win the lottery
Discover the cure for cancer	Ask questions
Be scared of the dark	Crack a joke
Be friends with everyone	Never text back
Collect coins	Worry about everything
Get in a car accident	Fly first class
Have a pet fish	Make a snow angel
Binge watch a TV series	Buy an expensive pair of shoes

What Happened? What's Next?

What happened?

- What areas of myself do I feel exceptionally confident in?
- Where do I feel like I grew the most?
- What did I struggle with the most?
- When did I mess up? What did I learn from these mistakes?
- Which moments made me feel the strongest?
- How did I support those around me?

What's next?

- Where is my biggest area of future growth? What steps will I take to improve here?
- How will this past experience impact me moving forward?
- What challenges do I expect to be facing in my next adventure?
- How do I continue supporting those around me?
- What I am looking forward to?
- What am I nervous to face?

Source: (Williford, Looking Back, Looking Forward)

Pick a Side Questions

Cats or dogs?	Chocolate or vanilla?
Call or text?	Pancakes or waffles?
Day or night?	Feet for hands or hands for feet?
Spotify or Apple Music?	James Bond or Indiana Jones?
Cake or pie?	Sun or moon?
Pool or beach?	Save money or spend money?
Hate your job and make lots of money or love your job and get paid less?	Cereal in the bowl before milk or milk in the bowl before cereal?
Bath or shower?	Mac or PC?
Burgers or tacos?	Superhero or supervillain?
Sneakers or dress shoes?	Popsicle or ice cream cone?
Typed or handwritten?	Travel by plane or travel by train?
Coffee or tea?	Go to the zoo or go to the circus?
Scary movie or comedy?	Ice skates or roller skates?
Do the dishes or do the laundry?	Bumper cars or Ferris wheel?
Soup or salad?	Giving gifts or receiving gifts?
Car or truck?	Milkshake or smoothie?
Roller coaster or waterslide?	Iced coffee or hot coffee?
Toilet paper over or toilet paper under?	Highway or backroads?
Flip flops or sandals?	Socks or shoes?
Salty or sweet?	Netflix or Hulu?
Instagram or Twitter?	Summer or winter?
Brussel sprouts: yes or no?	Creamy peanut butter or crunchy peanut butter?
Sunrise or sunset?	Dark chocolate or white chocolate?
Library or museum?	Underwater or above the clouds?
Silver or gold?	Spaghetti or lasagna?
Fruits or vegetables?	Mashed potatoes or mac & cheese?
French fries or tater tots?	Snow or rain?
Ketchup or mustard?	Know how you die or when you die?
Donuts or bagels?	Live in the future or live in the past?
Pizza or pasta?	Never need to eat or never need to sleep?
Cupcakes or cookies?	Spring or fall?

Speed Friending

1. Describe yourself as a color and explain why.
2. Fruits or vegetables?
3. What's one song on your favorite playlist you never skip?
4. Do you have any tattoos? If not, do you want any?
5. If your life was a movie, what would it be called?
6. What is the last book you finished reading?
7. If you could have dinner with any one person, who would you eat with?
8. What's your favorite TV show?
9. Do you have any pets?
10. How many siblings do you have?
11. Cake or pie?
12. What is your go-to Starbucks order?
13. Are you a cat person or a dog person?
14. What is your favorite thing you own?
15. Would you rather travel back into the past or forward into the future?
16. Pancakes or waffles?
17. If you could only eat one food for the rest of your life, what would you eat?
18. What smell do you enjoy the most?
19. What is your favorite outdoor activity?
20. Mac or PC?
21. What is your favorite season?
22. Where would you go if you could travel anywhere?
23. Chocolate or vanilla?
24. Are you a night-owl or an early-bird?
25. What is your favorite sport to play?
26. What is your biggest pet peeve?
27. Where is home?
28. What is your favorite snack food?
29. Pizza or burgers?
30. Do you have any plants?
31. In your opinion, what's the coolest thing about you?
32. Books or movies?
33. What is your favorite cartoon character?
34. Would you rather eat breakfast for dinner or dinner for breakfast?
35. Have you ever broken a bone?
36. What is your favorite movie?
37. Who knows you the best?
38. What is your favorite holiday and why?
39. Describe yourself in one word.
40. Is a hotdog a sandwich? Why or why not?
41. What is your dream job?
42. Do you believe in ghosts?
43. What is your favorite thing to cook?
44. What would your superpower be?
45. What type of music do you like to listen to the most?
46. How many times do you snooze your morning alarm?
47. Does pineapple belong on pizza?
48. Pen or pencil?
49. What is your favorite type of flower?

Conflict Resolution Styles Descriptions

1. Avoider

- a. Runs from confrontation
- b. Remains quiet during times of conflict
- c. Uncomfortable with disagreement
- d. Usually keeps feelings to themselves

2. Compromiser

- a. Negotiate outcomes with involved parties
- b. Largely concerned with de-escalating a situation
- c. Focused on meeting others halfway

3. Competitor

- a. Argue their case firmly
- b. Unwilling to budge
- c. Excited by the thrill of conflict
- d. Feel that they are usually right
- e. View arguments as a prize to be won

4. Accommodator

- a. Put concerns of others before their own
- b. Give in to the arguments of others
- c. Often indifferent about confrontation

5. Collaborator

- a. Try to find solutions to fill everyone's needs
- b. Stay informed on all perspectives and viewpoints
- c. Works to see both sides of the argument

Filling in the Gaps

Instructions

Respond to the given statements by filling in the **AT LEAST** the number of blanks listed in parenthesis beside each statement.

Leaders are (4):

_____	_____	_____	_____
_____	_____	_____	_____

Leaders have (3):

_____	_____	_____
_____	_____	_____

Leaders can (2):

_____	_____
_____	_____

Leaders do (2):

_____	_____
_____	_____

Leaders act (2):

_____	_____
_____	_____

Leaders say (1):

_____	_____
-------	-------

Leaders think (1):

_____	_____
-------	-------

I'd Pick You Statements

If we were stuck in an elevator, I'd want to be stuck with you until they fixed it.
If you showed up at my door, told me to grab my wallet and my passport, and said I couldn't ask any questions, I would trust you.
If only one of us is going to change the world, it's going to be you.
If I was casting a TV show, I'd hire you.
If I needed a hug, I'd turn towards you.
If we end up in different time zones, I'd stay up late just to talk to you.
When I think about my best memories from this year, you're in a lot of them.
If I were team captain, I would pick you first.
If we could choose our family, I would choose you.
I would invite you to Disney Land with me.
If I were stuck on an island, I would want you with me.
I would ride a roller coaster with you.
You impress me.
I want to be more like you.
I'm glad we get to work together.
You make me feel welcome in this group.
I'm happy I met you.
I'm going to Las Vegas, and I'm taking you with me. Please don't get me arrested.



Snaps Slip



Person being recognized:

Reason for recognition: _____



Snaps Slip



Person being recognized:

Reason for recognition: _____



Snaps Slip



Person being recognized:

Reason for recognition: _____



Snaps Slip



Person being recognized:

Reason for recognition: _____

Touch Base Statements

Someone who makes you laugh	Someone you trust
Someone you want to know better	Someone you respect
Someone who is a leader	Someone who lives out loud
Someone you admire	Someone who is a good listener
Someone you want to be more like	Someone who has helped you when you needed it most
Someone who has taught you something important	Someone who can really brighten your day
Someone who is a friend	Someone you can depend on
Someone who has made you try harder	Someone who has inspired you
Someone who is fun to be around	Someone who has touched your life
Someone who gives it their all	Someone who has given you good advice
Someone who is strong	Someone you believe in
Someone who is brave	Someone who has recently done something nice for you
Someone who does a good job	Someone with values that you admire
Someone who challenges you	Someone with a good sense of humor
Someone who shows compassion	Someone with dreams and the ability to make them happen
Someone who needs to believe in themselves more	Someone who is creative
Someone you appreciate	Someone with good ideas
Someone reliable	Someone you will never forget
Someone who is patient	Someone who is beautiful inside and out
Someone who is forgiving	Someone you can trust
Someone who you feel supported by	Someone you have made a connection with
Someone who is passionate	Someone you're glad made it this far
Someone who makes you smile	Someone you want to know better
Someone who is a good leader	Someone who motivates others
Someone who you consider a friend	Someone who displays gratitude
Someone who always goes above and beyond	Someone who always displays a good attitude
Someone who has a beautiful smile	Someone you can depend on
Someone who makes you feel welcome here	Someone you want to get coffee/tea with
Someone you're proud of	Someone you enjoy working with
Someone you're glad you met	Someone who has impacted you
Someone who has good dance moves	Someone who should believe in themselves more

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